DOCUMENT RESUME

ED 386 763 CS 509 020

AUTHOR Lynch, Patricia L.
TITLE So You Want To Deliver a Simulation?
PUB DATE 20 Apr 95
NOTE 15p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Communication Research; Cooperation; Higher Education; Metaphors; *Simulation; *Speech Communication; Teaching Methods; *Theory Practice Relationship; Undergraduate Students
IDENTIFIERS Developmental Theory

ABSTRACT

A new child has the potential for adding dimension and enrichment to the parents' and acquaintances' lives. Simulation development metaphorically mirrors pregnancy, birth, parental guidance, and maturation. An individual begins with a desire for enjoyment and future possibilities. Nurturers of simulation are aided by setting the following broad goals while prenatal feeding of the simulation occurs. The early goals include: (1) having child-like fun; (2) seeking to tap affective responses from participants; (3) encouraging behavioral involvement; (4) utilizing experiential methods and processes; and (5) flowing with the evolution of the inductive reasoning that occurs during the development and birth of the simulation. A set of pedagogical literature whose knowledge is most helpful when nurturing and birthing a simulation is that of the developmental theorists. Knowledge of developmental theory helps the facilitator focus on who is taking part in the simulation and what he or she is capable of. It is because these theories are so involved, however, that it is important to remember to give primary attention to the creative, the intuitive, and the inductive processes. It is helpful to have partners working on the simulation; each can help the other with brainstorming. Play, laugh, tell stories from personal experience, look at the incongruity between people and cultures. Just prior to labor is another playful process--shopping for the needs of the pending infant. It is very likely that the brainstormed interactions will require supplies for implementation. The last step is the delivery of the infant, i.e., the simulation, and a pre-test with select participants whose feedback help the developers adjust the simulation as it "matures." (Contains 24 references.) (TB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 386 763

"SO YOU WANT TO DELIVER A SIMULATION?"

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P Lynch

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Patricia L. Lynch, Ph.D.
Thomas More College
Central States Communication Association
April 20, 1995

CS509020

BEST COPY AVAILABLE

SIMULATION GESTATION

Gestation of a simulation can be an emotional roller coaster, during the process food is enticing, exhileration happens, confusion, fun, and hope commonly come-and-go until the very last hard work minutes of labor and delivery. Giving birth is an appropriate metaphor for the process of building an intercultural simulation. Using a metaphor to explain the process helps to indicate the type of mental and physical state needed to create an engrossing and meaningful simulation.

The simulation parents and the eventual offspring will be much the better with the setting aside of deductive reasoning, with literal thinking put on hold, and with intuitive and inductive processes allowed to roam free-form. For better or worse, simulation development is not unlike the sheer joy, excitement, and lunacy of risking having children. During the conception process, one cannot predict what will emerge at birth and at maturation. One cannot be sure whether "the child" will have all its fingers and toes and will develop in maturity to be developmentally strong.

Nurturers of simulation are aided by setting the following broad goals while prenatal feeding of the simulation occurs. The early goals include: (1) having childlike fun, (2) seeking to tap affective responses from participants, (3) encouraging behavioral involvement, (4) utilizing experiential methods and processes, and (5) flowing with the evolution of the inductive reasoning that occurs during the development and birth of the simulation. At this early stage of simulation

development, specific objectives are not yet necessary and would very likely be unnaturally or unnecessarily constraining to the creativity needed to sustain the embryo that is not yet more than a few cells in size.

This is the time when morning, afternoon, or evening sickness is most intensely experienced. If the designer is steeped with pedagogical, intercultural, and developmental doses of theoretical knowledge, the queasiness is most effectively handled. Without these medicines, the hosting parents will be debilitated and the embryo will suffer from DNA splintering or prenatal starvation.

THEORETICAL TRADITIONS

From many highly regarded theoretical traditions and sources, we know that educationally a student's theoretical and applied learning and retention are better facilitated by full cognitive, affective, and behavioral involvement and immersion in the learning process. Cicero (1960) gives us beautiful ways to turn the intuitive into metaphoric images that will feed the vitality and creativity of a simulation project. Quintillen (1875) is our mentor when it comes to involving the soul (heart or affect), Isocrates (1912) exhorts us to develop the skills that involve the whole body, and Aristotle (1949) will never allow us to forget that whatever we nurture to maturity will more effectively fend for itself if it is based on sound reason. If you prefer more recent theorist for justifying involvement in simulation development and

refinement, look to Jung's (1990) use of archetypes and the addressing and pulling forth of the shadow side for learner contemplation;* Dewey's (1991) justification of developing the whole learner, Armstrong (1987) commitment to meet learners through multiple domains to access different learning styles, and Rogers (1969) belief in trusting the learner to help formulate meaning from his or her living of the educational experience.

An additional set of pedagogical literature whose knowledge is most helpful when nurturing and birthing a simulation is that of the developmental theorists. Knowledge of developmental theory helps focus for whom are we giving birth of this simulation and what is he or she capable of handling. Knowing Chickering and Reisser (1993), Perry (1970), and Gilligan (1993) as a backdrop tells the parent a lot about the environment the child will be asked to play and work in after delivery. Knowledge of these theorist will help answer critical care question about the developing health and strength of the fetus in the first trimester of the pregnancy. Such questions mean imbedding in your mind the metaphoric, inductive, and creative processes while vaguely acknowledging the probable age of the simulation participants, their life and intercultural experiences level (Are they our new

---

*I wish to thank Dr. Susan Swan of the University of Cincinnati for clarifying discussions of these theorectical connections.

born children in the area of intercultural communication, or are they middle-aged offsprings who can actually teach us a great deal?), and covertly acknowledging the development level of their reasoning and extrapolating abilities.

The final developmental issue is identifying how the learners perceive themselves. If the learners have developed a sense of self autonomy and identity, college educators would be wise to approach the entire simulation as if the parent will be bringing the offspring into the world of androguous learners (Barer-Stein and Draper 1984), (Brookside, 1990), and (Kidd's (1988). Actually, in the U.S. due to cultural myths and values (Campbell, 1991) most simulation participants of 18 and over want to define themselves with the characteristics of older nontraditional learners. Therefore, it is useful to build processing questions and comments into the final design of the simulation that compliment these factors in the students' self-image. Complimenting such attributes as students' prior learning, extrapolating abilities, and reasoning skills builds good will, encourages the attributes one is complimenting, supports the learners in developing comfort with inductive learning processes, gives the learners impact on the learning that emerges, and sets up the processing of the simulation in ways that will better tie the learning to both theoretical and applied knowledge. And, as the simulation is matured and refined over repeated life cycles (repeated simulation enactments), the participants will provide useful, insightful,

indications about what is frustrating or immature about the simulation child.

Once there is comfort with the fact that one is seeking to conceive a child with healthy DNA from all parental figures (pedagogical and developmental strands of knowledge), conception is so much more fun if playfully encountered. But, again, planted in the parents mind is the fact that the acitivities of the simulation need to be built upon strong strands of DNA that are well grounded in one or more intercultural communication theories. One might chose from researchers such as Stewart (1971), Hall (1977), Hofstede (1980), Casse (1981), Storti (1990), Brislin (1986). (My personal favorites are Brislin and Stori.) For instance, does one want to develop different life styles in the cultures that will facilitate demonstrating an activity, social, or self-orientation to life; does one want to make issues of monochromic time or polychromic time come alive; does one want to play with room temperature and joining climate and physical conditions with differing political or gender experiences between our culturals; does one want the simulation experience to replicate the anxiety, fears, and exhileration of facing the unknown, or does one want to have come alive how miscategorization can be deadly impactful during intercultural exchanges?

Simulation Creation

It is because the theories are so involved, and while being remembered, must be simultaneously put on hold as creative, intuitive, and inductive processes are given primary attention

that it is helpful to have partners working on the simulation. Each can help the other brainstorming; they may enact vignettes of ideas that may turn into guidelines for simulation directors and participants, theory and application can be discussed and analyzed for heuristic accuracy, and as noted before, conception can be so much more fun if shared with a partner in playful ways.

Play, laugh, tell stories from personal experience, look at the incongruous between people and between cultures, pun, play word games, talk about simple childhood games, superstitions, myths, and ritual that characterize your family, community, or life. Avoid putting a time limit on this process other than to say several days or several weeks. And, avoid censoring by noting and enjoying every zany bizarre, of disjointed idea that springs from the two of you. The parents do not want to dim their perceptive eyes of subjective imagination about all the future possibilities. The goal is to generate lots of ideas that can later be viewed against a selected theoretical framework.

At this stage in the developmental process, deductive analytical decision making gets attentions. There are definite pedagogical, developmental, theoretical, and practical concerns that have to be addressed.

What are the specific behavioral objectives for simulation participants (Mager, 1962) (Kibler, Cegala, Miles, & Barker, 1974)? What is the age range and intercultural experience of potential participants; do they have the

intellectual development and communication skills to theoretically process, discuss, and apply the experiences and theory together as the conceiving parents desire. In conceiving the actions in the simulation, have you avoided distorting the theoretical foundation upon which the simulation is based? And finally the practical constraints, how much time and space do you have for the simulation; is this to be a culturally general or specific simulation; do you want it to be a bi-cultural or multi-cultural experience; how complex of a simulation can you handle; how many people will it take to actually implement the simulation; will readying and using supplies cause a time or financial hardship; will other be able to replicate the running of the simulation; can the simulation take-on a life, vitality, and growth of its own after its initial delivery. With play and analysis the parents muse about these concerns until cultures begin to take form. Initial documentation of the cultures, timetables for intercultural exchange visits or encounters should by this time begin to take form. The third trimester of the pregnancy is almost over and labor is close to commencing.

Just prior to labor is another playful process--shopping for the needs of the pending infant. It is very likely that the brainstormed interactions will require supplies for implementation. Therefore, it is time for the thrift shopper, crafts person, auction hound, garage sale guru, or catalogue fanatic to begin collecting the

supplies and material that will make the simulation colorful, engaging, playful, and unique. If you are focusing on the different approaches to work, do you needs tools and materials for a task that a cultural will be doing? Are there rituals within the cultural that need to be made physical and verbal; are eating and food a part of the process, will the difference between barter and currency be experienced by participants? With involvements that engage such aspects of intercultural or multicultural interaction, creative shopping and creative use of the common and unique are a necessity.

DELIVERY OF THE SIMULATION

The parents are now ready for the birth of the infant. Birth means that the simulation is ready for a pre-test with select participants (These could be called godparents or grandparents.) who are knowledgeable in one or more of the following areas: educational pedagogy, intercultural travel or sojourning, intercultural and interpersonal theory, and developmental theory. The "friends" who are celebrating the birth are asked to come, enjoy, and play on this auspicious occasion. After processing and discussing the learning that occurred and can occur from the simulation, the guest are told that their feedback and guidance about how to mature, nuture, and guide the simulation is needed. The developers note and adjust the simulation as seems appropriate from the early participants' feedback. The pre-testing is repeated as often as necessary until the parents are comfortable that

they have a viable and manageable simulation.

A SOCIALIZED SIMULATION

The simulation is finally moved on to a maturer form. Early in the process hand-outs for participants and leaders probably existed to guide the simulation process. Now, it is time to polish and organize the simulation in booklet form so that the developers and other educators may replicate the simulation. To maximize simulation socialization and friendliness the following sections to the "baby book are very helpful.

1. An Overview and Abstract
2. A Statement of Behavioral Objectives the Participants Will Be Exposed to in the Simulation
3. Guideline for the Simulation Director Who Works and the Manages of the Simulation
4. Guidelines for the Simulation Director for Training Any Assistant Facilitators of the Simulation
5. Guidelines for any Assistant Facilitators Who Would Help Train, Guide or Facilitate Parts of the Simulation
6. Lists of Facilities, Supplies, and Direction for Preparing and Implementing the Simulation
7. Direction-Information Sheets about the Behaviors and Characteristics of Each Different Culture for All Participants in a Cultures
8. Timetables and Schedules for Running the Simulation and Creating Opportunities for Cultural Interactions
9. Probes, Questions, and Processing Guidelines for De-briefing the Students' Simulation Experience in Both Theoretical and Applied Form
10. Bibliographical Research and Reference that Ground the Simulation

SUMMARY

A new child has the potential for adding dimension and enrichment to the parents' and acquaintances' lives. Simulation development metaphorically mirrors pregnancy, birth, parental guidance, and maturation. One begins with a desire for enjoyment and future possibilities. If wise, parents analyze what is needed to accomplish goals, parents do not give up, parents and children evolve, explore, and learn from one another. With patience and time, the offspring can contribute greater knowledge to all that encounter it.

REFERENCES

Aristotle. (1949). Rhetoric. Lane Cooper Trans. Englewood Cliffs, NJ: Prentice Hall.

Armstrong, T. (1987). In their own way: Discovering and encouraging your child's personal learning style. Los Angeles, CA: Jeremy P. Tarcher, Inc.

Barer-Stein, T. & Draper, A. (eds). (1994). The craft of teaching adults. 2nd. ed., Melbourne, FL: Krieger.

Brookfield, S. D. (1991). Understanding and facilitating adult learning: A comprehensive analysis of principles and effective practices. San Francisco, CA: Jossey-Bass.

Brislin, R. W. (1986). Intercultural interactions: A Practical guide. Beverly Hill, CA: SAge.

Campbell, J. (1991). The power of myth. New York: Doubleday.

Casse, P. (1981). Training for the cross-cultural mind. Washington D.C.: SIETAR.

Chickering, A. & Reisser, L. (1993). Education and Identity (2nd. ed.). San Francisco, CA: Jossey-Bass.

Cicero. (1960) De Oratore. H. Rackman Trans. Cambridge, MA: Harvard University Press.

Dewey, J. (1991). How we think. Del Mar, CA : Prometheus.

Gilligan, C. (1993). In a different voice: Psychological theory and womens's development. Cambridge, MA: Harvard University Press.

Hall, E. T. (1977). Beyond culture. Garden City, NY: Anchor.

Hofstede, G. (1988). Cultural consequences: International difference in work-related values. Beverly Hills, CA: Sage.

Isocrates. (1912). Orations. Cambridge, MA: Harvard University Press.

Jung, C.G. (1990). The personal unconscious and the super-personal or collective conscious. New York: The American Institute of Psychology.

Jourard, S.M. (1971). The transparent self: Self disclosure and well being. Ne York: Van Nostrand.

Kibler, R.J., Cegala, D.J., Miles, D. T. & Barker, L.L. (1974). Objectives for instruction and evaluation. Boston, MA: Allyn Bacon.

Kidd, J.R. (1988). How adults learn. Englewood Cliffs, NJ: Cambridge Books.

Mager, R.F. (1962). Preparing instructional objectives. Palo Alto, CA: Fearon Publishers, Inc.

Perry, W. G. (1970). Forms of intellectual and ethical development in the college years. San Diego, CA: Harcourt-Brace College Publishers.

Quintillian. (1875). Institutes of oratory. J.S. Watson Trans. London, UK: George Bell and Son.

Rogers, C. (1969). Freedom to learn. Columbus, OH Charles E. Merrill Publishing Company.

Stewart, E. C. (1971). American cultural patterns: A cross-cultural perspective. Pittsburgh, PA: Regional Council for International Study.

Storti, C. (1990). The art of crossing cultures. Yarmouth, MN: Intercultural Press.